

2013  
RESEARCH  
SYMPOSIUM  
PROGRAM

MINNEAPOLIS, MINNESOTA  
Friday, August 16, 2013 • 10:30 a.m.–Noon

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*



# Contents

Introduction. . . . .	2
Symposium Program Committee. . . . .	3
Poster Presentations. . . . .	4
Posters—Reprised Presentations. . . . .	15
Roundtable Sessions. . . . .	16
Publication Opportunities at Walden University. . . . .	19
Contacts. . . . .	20
Notes . . . . .	21

# Introduction

Welcome to the 2013 Walden University Research Symposium.

Again this year we are excited to be able to showcase research projects from our academic community, including work by our recent graduates, in two different formats. **Poster presentations** provide an opportunity for researchers to engage with all individuals attending the symposium and potentially to network with other interested researchers. Within the **roundtable presentation** format, a select group of researchers will be available for interactive discussions of their work, with handouts and visual materials available to support the discussion.

The topics and approaches are diverse as usual, but this year we see more research being conducted outside of the United States. The roundtables sessions at this symposium are of particular note, however. This summer we are continuing with the theme from our Research Colloquium in January. Each roundtable highlights research that examines and supports translations and implementations of educational practices from the face-to-face to the online environment. We feel all attendees will find something of relevance to their own work.

Also, be sure to note that editors from each of the four research journals that are supported by Walden University will be in attendance. If you are interested in these publication venues, you can get any questions answered. Finally, for the first time, the Research Symposium is now included on the slate of events for graduates who are in town for the ceremony.

The "magic" of a research symposium can be found in the interactions between presenters and audience. So, please don't be shy—step up, ask questions, make comments, and enjoy the experience. We also encourage you to use the Contacts page at the end of this program to record key connections that you will make at this event.

Best,

A handwritten signature in black ink, appearing to read "Daniel W. Salter". The signature is fluid and cursive, with the first name "Daniel" and last name "Salter" clearly distinguishable.

**Daniel W. Salter, Ph.D.**

Director, Strategic Research Initiatives, Center for Research Quality and Faculty, The Richard W. Riley College of Education and Leadership

## **Symposium Program Committee**

**Daniel Salter**, Ph.D., Center for Research Quality, Chair

**Wendy Andberg**, Ph.D., College of Social and Behavioral Sciences

**Peter Anderson**, Ph.D., College of Health Sciences

**Stoerm Anderson**, Ed.D., College of Health Sciences

**William Barkley**, Ph.D., College of Social and Behavioral Sciences

**Paula Dawidowicz**, Ph.D., The Richard W. Riley College of Education and Leadership

**Yvonne Doll**, D.M., College of Management and Technology

**Paul Englesberg**, Ed.D., The Richard W. Riley College of Education and Leadership

**John Flohr**, Ed.D., The Richard W. Riley College of Education and Leadership

**Stephanie Gaddy**, Ed.D., The Richard W. Riley College of Education and Leadership

**Elisha Galaif**, Ph.D., College of Social and Behavioral Sciences

**Regina Galer-Unti**, Ph.D., College of Health Sciences

**David Gould**, Ph.D., College of Management and Technology

**JoeAnn Hinrichs**, Ed.D., The Richard W. Riley College of Education and Leadership

**Deborah Lewis**, Ed.D., College of Health Sciences

**David Milen**, Ph.D., College of Social and Behavioral Sciences

**John Nirenberg**, Ph.D., College of Management and Technology

**Angela Witt Prehn**, Ph.D., College of Health Sciences

**Stacey Reicherzer**, Ph.D., College of Social and Behavioral Sciences

**Tammy Root**, Ph.D., College of Health Sciences

**Kurt Schoch**, Ed.D., The Richard W. Riley College of Education and Leadership

**George Smeaton**, Ph.D., The Richard W. Riley College of Education and Leadership

**Andrew Thomas**, Ph.D., The Richard W. Riley College of Education and Leadership

**Kelley Jo Walters**, Ph.D., The Richard W. Riley College of Education and Leadership

## Poster Presentations

### *1. Does Technology Readiness Predict Cognitive Presence in Online Higher Education?*

**David Abraham**, Ph.D., Graduate, The Richard W. Riley College of Education and Leadership

Technology tools are central to the learning activities within an online community of inquiry. The perception of cognitive presence is a measure of the effectiveness of the online learner's experience. The focus of this study was to investigate the relationship between technology readiness and cognitive presence. *Capstone Research.*

### *2. Performance Prediction of Commodity Prices Using Foreign Exchange Futures*

**Yisa Ajao**, Ph.D., Graduate, College of Management and Technology

In an experimental quantitative research design, data from the Futures Market for commodities and foreign exchange futures covering 1986–2011 were obtained and addressed. A general regression neural network was overlaid on these data to deduce a time-series prediction model for wheat prices. Performance prediction error was only 4.42%. *Capstone Research.*

### *3. Aligning Financial Strategy With Customer Categorization Based on Environmental Scanning*

**Timothy O. Anyiwe**, D.B.A., Graduate, College of Management and Technology

Inadequate environmental scanning, poor financial strategy, and misaligned customer focus are responsible for 79% of retail profitability losses. The purpose of the qualitative study using a multiple-case study design was to explore the strategies needed to align financial strategy with customer-oriented processes in the retail industry. The research question involved understanding trends and operational risks influencing the establishment of financial alignment strategies. The population studied included 30 executives, managers, and team leaders in two Midwest U.S. organizations. Interview data were coded for emergent themes. Themes included advanced strategic planning, improved customer buying power, enhanced business viability, and reduced business uncertainties as components of a guiding strategy needed to align financial strategy with customer-oriented processes. Implications for positive social change include increased profitability that can result in improved employment opportunities. *Capstone Research.*

#### **4. Dr. William Gorgas and His Style of Management Against Yellow Fever During the Construction of the Panama Canal: A Historical Case Study**

**Faisal H. Aboul-Enein, Dr.P.H.,**  
Faculty, College of Health Sciences

This study describes Dr. William Gorgas' management style as he led the public health effort to reduce diseases to a level that permitted the completion of the Panama Canal construction. Initially, Gorgas was skeptical of the mosquito vector theory. He fully accepted this theory after participating in Walter Reed's massive cleanup of Havana, Cuba, during the Spanish-American War of 1898. From 1905 to 1914, Gorgas led the sanitary effort during the construction of the Panama Canal. The lessons learned from this historical case study provide public health administrators with guidance to effectively lead current and future infectious diseases threats. Understanding styles of management within the context of disease control is essential in tackling epidemics like yellow fever and other infectious diseases. *Completed Research.*

#### **5. Information Sharing Among Public Safety Agencies**

**Vinyl Baker, Ph.D.,** Graduate, College of Social and Behavioral Sciences

During the September 11, 2001 terrorist attacks and the 2005 Hurricane Katrina disaster, failures in communications and information sharing occurred among public safety agencies. These communication problems led to the loss of lives, the destruction of property, and the delay of timely medical assistance. *Capstone Research.*

#### **6. The Effect of Parental Participation on the Academic Achievement of Female English as a Second Language Middle School Students in the Persian Gulf**

**Nada Baydoun, Ed.D.,** Graduate, The Richard W. Riley College of Education and Leadership

A quantitative correlational study explored the relationship between parental participation and academic achievement. Data were collected from 42 parents of female ESL students in the Persian Gulf region. Although results indicated non-significant correlation between reported parental involvement and students' academic averages overall, they pointed out a significant correlation for a subsample of Saudi parents. *Capstone Research.*

### **7. Development of a Servant Leadership Questionnaire**

**Michelle Burcin**, Ph.D., Faculty,  
College of Health Sciences

**Harold Ray Griffin**, Ph.D., Faculty,  
College of Health Sciences

The healthcare industry is in the midst of a leadership crisis with leaders putting their self-interest above that of their stakeholders. Servant leadership is a perceived solution but lacks empirical support. The researchers will develop a multidimensional instrument using Spears' 10 constructs of servant leadership and exploratory factorial analysis. *Proposed Research.*

### **8. The Relationship Between Reading Level and Sixth Grade Students' Acquisition of Mathematics Standards**

**Tarchell Peeples Caruthers**, Ed.D.,  
Graduate, The Richard W. Riley  
College of Education and Leadership

A sequential mixed-methods study examined the relationship between reading ability and standards-based mathematics achievement. Hypotheses were tested using archived Scholastic Reading Inventory and Georgia Criterion Referenced Competency Tests data taken from 279 sixth grade students and four teacher interviews. Results indicated that reading ability had a statistically significant relationship with standards-based mathematics achievement. *Capstone Research.*

### **9. Consumer Satisfaction With Gluten-Free Yeast-Raised Doughnuts for Commercial Production**

**Kevin Cavanagh**, D.B.A., Graduate,  
College of Management and Technology

The demand for gluten-free baked goods has been growing. Currently the baking industry has been unable to produce a yeast-raised, gluten-free doughnut to meet this demand. This study tested one formula and sought to discover the feasibility. Research into gluten-free baked goods offers celiac sufferers more versatility in their diet. *Capstone Research.*

### **10. A Case Study of Primary Healthcare Services in Isu, Nigeria**

**Raymond O. Chimezie**, Ph.D.,  
Graduate, College of Health Sciences

This qualitative community-based study explored the perceptions of residents, healthcare providers, and administrators regarding community access to healthcare. Data were collected through focus group and personal interviews with 27 participants. Results indicated inadequate funding, poor facilities, absence of a doctor, and shortages of drugs as limiting access to healthcare. *Capstone Research.*



### ***11. Exploring Knowledge Sharing in the Department of Defense***

**Melissa Ann Connell, D.B.A.,**  
Graduate, College of Management  
and Technology

A phenomenological study using Nonaka and Takeuchi's socialization, externalization, combination, and internalization (SECI) model explored the organized, continual method of tacit-to-explicit knowledge theory for organizational knowledge creation. Twenty participants shared their lived experiences in semistructured interviews. Ten primary themes emerged, with results indicating the foundation for supporting the knowledge-sharing process. *Capstone Research.*

### ***12. Qualitative Dissertation Quandary: Reporting Scientifically Using an Emotion-Laden Research Method***

**Paula Dawidowicz, Ph.D.,** Faculty, The  
Richard W. Riley College of Education  
and Leadership

Maintaining dissertation quality is an ongoing challenge for Ph.D.-granting institutions. This study examined 75 qualitative Ph.D. Education dissertations from more than 25 institutions to understand the nature and use of alternative research presentation methods in qualitative dissertations, as well as their impact on dissertations' scientific and emotive qualities. *Completed Research.*

### ***13. Local Impacts of Walden Ed.D. Project Study Capstones***

**Paul Englesberg, Ed.D.,** Faculty, The  
Richard W. Riley College of Education  
and Leadership

The perceived impact and potential impact of Walden University Ed.D. project study capstones on educational improvement in K–12, higher education, and community settings were investigated through a field-based case study and a document analysis of more than 100 projects completed between 2009 and 2013. *Completed Research.*

*Educational Leadership Research Grant*

### ***14. Barriers to Successful Entrepreneurship for Women in Ukraine***

**Edward Garten, Ph.D.,** Faculty, The  
Richard W. Riley College of Education  
and Leadership

**John Johnson, Ph.D.,** Faculty, The  
Richard W. Riley College of Education  
and Leadership

Twenty-two successful Ukrainian female entrepreneurs were interviewed on location, followed up by a focus group. The barriers they perceive are lack of support from government/business, family responsibilities, and lack of training. The findings of the research are being made available to younger women who wish to become entrepreneurs. *Completed Research.*

*Faculty Research Initiative Grant*

### ***15. Students' Reactions to the Use of Animals as Instructional Tools for Science***

**Vickie Gurzau**, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

Teaching science to students with special needs requires different approaches. The purpose of this study was to provide a formative program evaluation documenting students' reactions to the use of animals as instructional tools for science. Students with disabilities were scoring lower than those students without disabilities. It was conjectured that delivering science in a hands-on environment using animals would increase student interest to learn science, provide an alternate and effective way to meet teaching standards in science, and tap into students' natural curiosity and interest in the world around them. *Capstone Research.*

### ***16. Student Engagement and Academic Performance of Iraqi Refugee Community College Students in America***

**Lucinda Scheidt Hollands**, Ed.D., Graduate, The Richard W. Riley College of Education and Leadership

The framework of culturally relevant pedagogy was used to explore how Iraqi refugee students defined academic success, described their optimal learning environment, and remained engaged in college despite cultural differences. Knowledge gained through this research encourages positive social change to embrace diversity and help newcomers adapt to American educational systems. *Capstone Research.*

### ***17. Exploring Deliberative Democracy: Tribal Membership Meetings Under Indian Reorganization Act Constitutions***

**Jo Anne House**, Ph.D., Graduate, College of Social and Behavioral Sciences

This was a qualitative study of deliberation democracy in a tribal government setting. The results of this study identified high levels of deliberation and participation with a need to focus on improving the aspect of showing respect toward others. Improving deliberation can result in a more networked community, identification of a greater number of solutions, and greater acceptance of the solution selected. *Capstone Research.*

### ***18. Examining Employers' Attitudes Toward Workers With Disabilities and The Americans With Disabilities Act of 1990***

**Kathy Rome Howse, Ph.D.,** Graduate, College of Social and Behavioral Sciences

Symbolic interactionism provides a framework in developing a qualitative approach that examines employers' attitudes toward persons with disabilities. Data will be collected from 30 participants of a focus group, and results will support that increasing employers' awareness will consequently increase the rate of employment for those with disabilities. *Proposed Research.*

### ***19. Men Who Have Sex With Men (MSM) and Use of a Rapid In-Home HIV Test***

**Richard Jimenez, Dr.P.H.,** Faculty, College of Health Sciences

**Latoya Callender, Ph.D.,** Graduate, College of Health Sciences

**Marie Decoline,** Student, College of Health Sciences.

The authors will examine the knowledge, attitudes, and utilization patterns of a new rapid in-home HIV test among men who have sex with men (MSM). Data will be collected via a focus group interview session of MSM ages 18–21 recruited from the Houston, Texas, metropolitan area with the assistance of a community organization research partner, the Montrose Center. *In-Progress Research.*

### ***20. Leadership Strategies and Initiatives for Combating Medicaid Fraud and Abuse***

**Krista K. Laursen, D.B.A.,** Graduate, College of Management and Technology

This study explored how healthcare leaders in Arizona characterized limitations to the mitigation of Medicaid fraud and abuse. Emergent themes included the need for the application of modern technologies to combat Medicaid fraud and abuse and the concentration of Medicaid fraud and abuse mitigation efforts at the state level. *Capstone Research.*

### ***21. Church-Based Healthcare Initiatives in East Baltimore, Maryland***

**Valerie Warner-Collins, Ph.D.,** College of Health Sciences

In this qualitative case study, I investigated the perceptions of clergy regarding their roles—and those of the church—in health advocacy. Questions, obtained from the research literature, were piloted to four expert jurors before distribution to 17 main participants. The results indicated that barriers to healthcare access were predicated on clerical perceptions of the role of the church, severed relationships between collaborators, and several faulty and systemic factors of prior partnerships. *Capstone Research.*

## **22. *Exploring Factors Required for Small Business Success in the 21st Century***

**Kevin J. Miles, D.B.A.,** College of Management and Technology

In the United States, new small businesses have had a high failure rate in their first 5 years of operation. Small businesses create jobs and drive innovation that is critical to the economy. The purpose of the study was to explore factors that could improve the small businesses survival rate. *Capstone Research.*

## **23. *Relationships of Emotional Intelligence and Performance-Based Self-Esteem With Burnout***

**Jean Miller-Clarkson, Ph.D.,** Graduate, College of Social and Behavioral Sciences

Burnout threatens the emotional and physical well-being of pastors, as well as their ability to provide competent and compassionate leadership to their congregations. This study examined the roles of emotional intelligence and performance-based self-esteem in the experience of burnout among pastors. Significant relationships were identified. *Capstone Research.*

## **24. *Blurring the Ingroup-Outgroup Distinction: The Agenda for Acceptance for All***

**Bryan M. Niederman, Student,** Graduate, College of Social and Behavioral Sciences

This study offered participants an opportunity to alter automatic evaluations of others. Intergroup experiences that emphasize social identity complexity and cross-cutting group membership awareness can supplant initial impressions, attenuate/replace prejudicial beliefs, reshape ingroup-outgroup boundaries, reduce social category distinctions, and introduce a culture of acceptance. Thirty-nine staff of a nonprofit agency participated in self disclosure (learn about the social identities of others), direct and extended contact (cooperative task aiming to achieve a superordinate group goal), or comparison experience. Involvement impacted participant perception of levels of acceptance of diversity and behavior as it pertains to being free of bias, prejudice, and discrimination—major social change implications. *Capstone Research.*

## **25. Understanding Transformative Learning Experiences of Peer Leaders in the Mpowerment Project**

**Kenneth G. Patterson, Ed.D.,** Graduate, The Richard W. Riley College of Education and Leadership

This study explored peer leader experiences in an HIV behavior intervention program to determine factors of effectiveness in their work. Within a framework of transformative learning, the researcher explored motivation, traits, skills, and abilities brought to the experience; activities taken to ensure success; comparison of experiences and expectations; and perceptions extended to future leaders. *Capstone Research.*

## **26. Factors Influencing Voter Behavior in Two Inner-City Communities in Jamaica**

**Apollone S. Reid, Ph.D.,** Graduate, College of Social and Behavioral Sciences

A phenomenological study explored the decision-making process of voters in two inner-city communities in Jamaica, wherein results of three consecutive general elections showed homogenous voting in favor of incumbent candidates. Voting behavior examined through theoretical frameworks of reciprocal determinism and counter-control supported influences among environmental, cognitive, and behavioral factors. *Capstone Research.*

## **27. A Middle-Management Perspective on Strategy Implementation**

**Ahmad Salih, D.B.A.,** Graduate, College of Management and Technology

Twelve middle managers and three management consultants were interviewed in this qualitative phenomenological study to explore their views on the organizational dynamics of strategy implementation. Data covered the critical factors influencing strategy implementation, the contribution of middle managers on strategy implementation, and the challenges associated with the implementation process. *Capstone Research.*

## **28. Death Anxiety, Depression, and Coping in Family Caregivers**

**Veronica Semenova, Ph.D.,** Graduate, College of Social and Behavioral Sciences

Previous research suggests a relationship between caregiving and depression associated with negative impact on the caregivers' health; however, there remains a gap regarding possible relationships among depression, death anxiety, and coping in family caregivers. In this quantitative study, participants included 46 family caregivers. Multiple regression analysis identified significant relationships among death anxiety, depression, coping, and duration of caregiver experience. *Capstone Research.*

### **29. Student Wellness and the Residency Experience**

**Joseph Spillman**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Laura Simpson**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Michelle Perepiczka**, Ph.D., Faculty, College of Social and Behavioral Sciences

This project surveyed M.S. in Mental Health/Marriage, Couple, and Family/ Career Counseling residency students. Data have been collected over the course of 2 years representing residencies in a variety of geographic locations to determine students' perceptions of how the Walden University residency experience impacts personal wellness. The goal is to use the information to assist Walden faculty in the training, education, and personal support of counseling students in their professional and personal growth and development. *Completed Research.*

### **30. Encouraging Corporate Social Responsibility in Rayong, Thailand**

**Christina Spoons**, Ph.D., Graduate, College of Social and Behavioral Sciences

**Mark Gordon**, Ph.D., Faculty, College of Social and Behavioral Sciences

A review of literature revealed a gap in research on effective ways to promote corporate social responsibility in the Rayong province of Thailand, where the Integrated Refinery and Petrochemical Company (IRPC) is located. This case study used purposeful sampling of eight key informants in a corporate social responsibility program designed to help restore the environment surrounding the refinery, increase cooperation and goodwill between IRPC and surrounding villages, and make better use of local resources. *Completed Research.*

### **31. The National Online Faculty Survey: Who Is Doing Research?**

**Lee Stadtlander**, Ph.D., Faculty,  
College of Social and Behavioral Sciences

**Martha Giles**, Ph.D., Faculty, College  
of Social and Behavioral Sciences

**Amy Sickel**, Ph.D., Faculty, College of  
Social and Behavioral Sciences

Preliminary results of the National Online Faculty Survey ( $n = 236$ ) are reported. Data from 99 individuals (41.9% of the sample) who reported conducting research in the past 2 years (not their own dissertation or thesis) are explored. Forty-five percent reported doing their research online. Characteristics of the researchers and studies are discussed.  
*Completed Research.*

### **32. The Internationalization of Counselor Education in Tibetan School Communities in India**

**Mark D. Stauffer**, Ph.D., Faculty,  
College of Social and Behavioral Sciences

This qualitative case study adds to the Counselor Education and Supervision research based on culturally sensitive practices when internationalizing counselor education. It examines why and then how Central Tibetan Administration school and mental health counselors synthesize Western mental health with Buddhist philosophy and practices. *Completed Research.*

### **33. Changes in Quality of Life and Physiologic Measures in Heart Failure Patients Related to Gender and Race**

**Linda L. Steele**, Ph.D., Faculty,  
College of Health Sciences

Despite advances in the treatment of heart failure (HF) over the past decade, incidence, morbidity, and mortality continue to rise, and the quality of life in persons with HF declines. HF is associated with severely increased morbidity, mortality, and reduced health-related quality of life and is the only major cardiac disorder that is increasing. According to the American Heart Association, the risk factors for developing that cannot be changed are age, race, and gender. HF is most common in people over age 65, African Americans, and women; however, there is limited research that focuses on these variables. The purpose of this descriptive pilot study was to examine the relationship of gender, race, and age to quality of life and the selected physiologic variables of B-type natriuretic peptide, 6-minute walk test, and ejection fraction in patients with HF.  
*Completed Research.*

### **34. Ethical Decision-Making Considering Stakeholder Interest**

**Sheila Hadley Strider, D.B.A.,**  
Graduate, College of Management  
and Technology

A focus on short-term profit as an exclusive measure of business success has led to an erosion of stakeholder trust and opened the door for ethical misconduct. The question explored the attributes of decision-making when there are ethical implications affecting stakeholders. *Capstone Research.*

### **35. The Pedagogical Role of Reggio-Inspired Studios in Early Childhood Education**

**Laura Tuthill, Ph.D.,** Faculty, The  
Richard W. Riley College of Education  
and Leadership

This qualitative study aimed to describe, interpret, and appraise Reggio Emilia's approach to education, particularly in regard to studio time, a place in the curriculum when art is prominent. The findings suggest that Reggio-inspired studios help preschool-aged children learn to use materials as "languages" to express their thinking, questions, feelings, and ideas. *Completed Research.*

### **36. A Regional Study of Finger Flutings in 12 Paleolithic Caves**

**Leslie Van Gelder, Ph.D.,** Faculty, The  
Richard W. Riley College of Education  
and Leadership

Finger flutings were lines drawn with fingers and hands in caves during the Upper Paleolithic era (10–40,000 B.P.). They contain a wealth of forensic evidence about who created cave art. This study examined 12 caves in Northern Spain. Findings included new sites, presence of children, and new knowledge on social interaction. *Completed Research.*

*Faculty Research Initiative Grant*

### **37. Concurrent Mixed Methods in Online Higher Education**

**Alice Walters, Staff,** Academic Skills  
Center; Center for Student Success

The research is a multiple case study evaluation of two online pilot graduate writing courses using a concurrent mixed-methods design. Concurrent mixed methods provide an approach to capturing the complexity of multiple stakeholder perspectives. Qualitative interviews and surveys with open- and closed-ended questions are used with stakeholders for comprehensive evaluation findings integrated in data analysis. *In-Progress Research.*



## Posters—Reprised Presentations

### ***38. Impact of Juvenile Mental Health Court on Youth Recidivism\****

**Donna M. L. Heretick**, Ph.D., Faculty,  
College of Social and Behavioral Sciences

This retrospective study evaluated recidivism among 81 youths (ages 10–17) with mental health diagnoses who participated in a Colorado Juvenile Mental Health Court (JMHC). Results showed significantly decreased recidivism rates, both in comparison with youths in California's Santa Clara County CITA program and with other Colorado juveniles in various levels of probation who did not attend JMHC.

*\*Poster originally presented August 2012 at the Annual Convention of the American Psychological Association, Honolulu, HI*

### ***39. Online Ph.D. Program Delivery Models Relationship to Student Success\****

**Shari L. Jorissen**, Ed.D., Ph.D., Staff,  
Office of Institutional Research  
& Assessment

With attrition rates at approximately 50% for Ph.D. programs at traditional universities in the United States and approximately 10–20% higher in online Ph.D. programs, it would behoove online universities to have a better understanding of factors affecting doctoral student success. Students enrolling in the majority of Ph.D. programs at Walden University have had the choice of both program and delivery model. Students may choose from the guided-study format of the Knowledge Area Module (KAM), a more traditional course-

based format, or a combination of the two (mixed model). The ability to choose the delivery model of a Ph.D. program adds another variable to the factors that influence a student's retention in a program or their decision to leave. Walden University data analyses done by the Office of Institutional Research and Assessment showed that the different delivery models have different patterns of retention and other elements of student success, such as satisfaction with the program and university, but research had not been done to determine how these variables interact when taking into consideration the program delivery model that a student chooses.

*\*Poster originally presented May 2013 at the Association for Institutional Research Annual Forum, Long Beach, CA.*

## Roundtable Sessions

### *1. Doctoral Students' Involvement in Mentorship and Intellectual Community*

**Stoerm Anderson**, Ed.D., Faculty, College of Health Sciences

This study sought to examine predictive relationships among doctoral students' involvement in mentorship/intellectual community and doctoral education outcomes. A survey instrument was constructed using variables identified as relevant to the effective formation of scholars. The instrument was validated in a two-stage testing process and data were analyzed with multivariate statistical analyses. Results indicated psychometric integrity of observed variables and collective predictive validity of students' involvement toward outcomes ( $p < .05$ ,  $R^2 = .23$ ). Predictive value and perceived importance of mentorship and intellectual community highlight critical roles played in doctoral education. Faculty concerned with the overall quality of doctoral education should focus increased attention on building relationships among and within program communities.

### *2. Mentoring in Online Doctoral Education*

**William Barkley**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Tina Jaeckle**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Merideth Erickson**, Student, College of Social and Behavioral Sciences

Meaningful faculty-student mentoring has the potential to improve student satisfaction, academic success, and student retention rates. Online education presents unique challenges and increases the need for innovative ways to develop positive faculty-student mentoring relationships. This roundtable will incorporate findings from ongoing research on student participation in pilot mentoring forums at Walden. Additionally, both student and faculty participants in the pilot program will be present to share their experiences and their perspectives on barriers and facilitators to faculty-student mentoring relationships. Discussion will center on actual experiences in the forums and possible strategies for expanding beyond a pilot. *Faculty Research Initiative Grant*

### ***3. The Role of Peer Mentors in Supporting First-Term Online Graduate Students' Academic Success and Retention***

**Kimberley Cox, Ph.D.,** Faculty, College of Social and Behavioral Sciences

Research suggests that distance learners who form supportive relationships with their peers and instructors are more likely to succeed. Although there is a wealth of literature on traditional mentoring relationships, there is little empirical research on peer mentoring, and even less is known about peer mentoring in distance education. During this roundtable, preliminary results, lessons learned, and future directions of this ongoing study on the role of peer mentors in supporting first-term graduate students' academic success and retention will be shared.

Roundtable discussion on peer mentoring and its application in online learning environments is welcomed.

*Faculty Research Initiative Grant*

### ***4. Online Instruction: Work Patterns, Job-Related Stress, Job Satisfaction, Organizational Support, and Engagement***

**Anthony Perry, Ph.D.,** Faculty, College of Social and Behavioral Sciences

**Vincent Fortunato, Ph.D.,** Faculty, College of Social and Behavioral Sciences

The literature in the area of distance education has primarily focused on the experience and success of online students. There is limited research examining the experiences and perceptions of online faculty. This roundtable will discuss our ongoing study, which was designed to examine the relationships between job perceptions, job attitudes, and experiences of job-related stress and strain among faculty who teach online.

*Faculty Research Initiative Grant*

**5. Professional Psychology Graduate Students in Distance Education: Fostering a Relational Commitment to Underserved Communities**

**Marilyn Powell**, Ph.D., Faculty, College of Social and Behavioral Sciences

**Nina Nabors**, Ph.D., Faculty, College of Social and Behavioral Sciences

Three hundred professional psychology graduate students in clinical, counseling, and school psychology were surveyed about the mental health resources in their communities, the size and location of their communities, the populations they currently serve (or aspire to serve), and their personal demographics to understand the impact of distance education on underserved populations. The purpose of the roundtable is to discuss the specific results of the survey and its implications for training professional psychology students at a distance.

**6. Engaging and Persistence Factors in Pursuing a Higher Degree in Online Programs Among Graduate Students With Disabilities**

**Susana Verdinelli**, Psy.D., Faculty, College of Social and Behavioral Sciences

**Debbi Kutner**, Ph.D., Graduate, College of Social and Behavioral Sciences

This grounded-theory study was aimed at understanding the reasons that lead graduate students with disabilities to enroll in online programs and identifying the factors that promoted or inhibited their persistence on these programs. Participants consisted of 35 adult graduate students with disabilities. Four main general persistence factors were found: personal attributes/attitudes, online environment, external sources of support, and institutional and school sources of support.

*Faculty Research Initiative Grant*

## Publication Opportunities at Walden University

Positive social change requires the timely and effective communication of information and best practices. Accordingly, Walden University supports a collection of peer-reviewed journals designed to advance change and share the scholarly contributions of our students, faculty, and professional partners. All members of the Walden community are encouraged to submit manuscripts on their completed research to a Walden journal that fits with the topic. Currently, four options are available on the Walden university publishing site: <http://www.publishing.waldenu.edu/>

These options include:

- *The Journal of Social Change (JSC)*—The JSC is Walden's flagship journal dedicated to advancing the core mission of the university.
- *The International Journal of Applied Management and Technology (IJAMT)*—The IJAMT serves to advance knowledge and applied practices within the fields of management and technology on an international scale.
- *The Journal of Social, Behavioral, and Health Sciences (JSBHS)*—The JSBHS advances positive change across a variety of professional disciplines that contribute to improving the quality of daily life.
- *The Journal of Educational Research and Practice (JERAP)*—The JERAP provides a forum for studies and dialogue that allows readers to better develop social change in the field of education and learning.

## Contacts

Be sure to jot down names and contact information of Walden University faculty who are doing work in your area of research interest.

Name \_\_\_\_\_

Program \_\_\_\_\_

E-mail \_\_\_\_\_ Phone \_\_\_\_\_

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# Notes

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